Nebo District New Teacher Portfolio 2006-2007

At the most basic level, portfolios contain artifacts (student and educator work) that are organized in a meaningful way. The fundamental purpose of the Nebo District Portfolio is to ensure that teachers become agents of renewal and change within schools and communities, applying their practical knowledge of the Utah Professional Teacher Standards to their classroom practice.

Teachers in the state of Utah are required to complete a professional portfolio review in order to receive a Level 2 teaching license. There are two general types of teaching portfolios: the **working portfolio** and the **presentation portfolio**. Although some districts may require a formal presentation portfolio, the Nebo model is such that artifacts and reflections from the working portfolio are shared (in PowerPoint format) as the presentation portfolio, and Level 1 teachers are not required to create a separate presentation portfolio.

The working portfolio is not intended to be a showcase of the new teacher's best ideas and evidence of personal achievement. Rather, the portfolio should be a personal record of growth in the profession during the first three years. As the name implies, the working portfolio is a continual work in progress. As such, the Nebo portfolio is not intended to be a showcase of the new teacher's best ideas and evidence of personal achievement. Rather, it should be a personal record of growth in the profession during the first three years. As teachers progress in their skills and experience, they will add artifacts and reflections to the working portfolio, making it a dynamic, evolving, piece that demonstrates growth over time.

The Nebo District Teaching Portfolio gives new teachers the opportunity to reflect on their teaching and demonstrate that they are effective *problem solvers*. *Problem solvers* are people who construct practical, effective approaches to professional challenges using a sound base of theory and research, and who help others construct their own ways of addressing challenges.

Whether challenges are routine or unusual, teachers must have the disposition to reflect on their prior experience, to access research-based information, and to be familiar with the Utah Professional Teacher Standards as they set goals and plan future actions.

Even when they become automatic, these problem solving processes are fundamentally **constructive** and **reflective**, requiring educators to consider and integrate complex information using best practices, content knowledge, personal and interpersonal skills, and varied instructional strategies. A teacher's approach to professional challenges, whether curriculum decisions, strategies for motivation, management, and assessment, or family issues, should be grounded in concern for others and in a commitment to positive development and student learning.

Solutions to problems and challenges must be viewed through ethical lenses and with sensitivity to individual and developmental differences. Ideally, the process of identifying and addressing problems will engage new teachers in dynamic social interactions and learning-focused conversations with their mentor as well as other colleagues.

Portfolio Requirements

The Nebo District model requires the Level 1 teacher to use a PowerPoint template to organize and present the individual artifacts and their reflections. Portfolio artifacts and reflections should have a problem-solving emphasis. In other words, each artifact and reflection should be the result of reflecting on teaching, identifying a problem or challenge, and sharing the results or conclusions that emerge as a natural outcome of the process of trying to improve.

The seven required artifacts with reflections are tied to the five Utah Professional Teacher Standards:

UPTS 1   Classroom Environment
           Creating and maintaining a positive classroom environment that promotes student learning
                  Artifact/Reflection #1   OPEN (teacher -selected)

UPTS 2   Planning Curriculum and Instruction
           Planning curriculum and designing instruction to enhance student learning
                  Artifact/Reflection #2   OPEN (teacher-selected)
                  Artifact/Reflection #3   OPEN (teacher-selected)

UPTS 3   Engaging all Learners
           Engaging and supporting all students in learning
                  Artifact/Reflection #4   LITERACY STRAND (see your literacy specialist for details)
                  Artifact/Reflection #5   OPEN (teacher-selected)

UPTS 4   Assessment
           Assessing student learning
                  Artifact/Reflection #6   STUDENT WORK ANALYSIS

UPTS 5   Professionalism
           Demonstrating professionalism to support student learning
                  Artifact/Reflection #7   CLASSROOM OBSERVATION CYCLE (pre-conference, observation, post-conference) WITH MENTOR

Artifacts:

Artifacts are items that are purposefully placed in a portfolio. As stated in Dorothy Campbell's book *How to Develop a Professional Portfolio: A Manual for Teachers*, an artifact is "tangible evidence of knowledge that is gained, skills that are mastered, values that are clarified, or dispositions and attitudes that are characteristic of you." A wide variety of artifacts can be collected in a teaching portfolio, including (but not limited to) the following:

Unit plan
Lesson plan
Sample of student work
Multimedia presentation
Student learning activity

Classroom observation form (completed by mentor)
Student Work Analysis

Disclosure document	Photograph
Teacher-created website	Video clip of a teaching moment
Classroom management philosophy and plan	Communication to parent

<u>Reflections</u>:

The reflection describes the artifact and explains in what ways this artifact is*,* indeed, ***tangible evidence*** of professional growth. Each reflection should also explain goals, progress, and increased understanding of the standards around which the portfolio is organized. Reflections should demonstrate that you have high level of awareness about yourself (your thoughts, feelings, assumptions, perceptions, world views, and values), and about relationships, situations and context.

The reflection should address three major questions:

What?   Describe the problem, challenge, or concern that you face in this area (i.e., what challenge do you face when it comes to creating a positive classroom environment?). Why is this an important issue or concern? Briefly describe the problem-solving process and your approach to this professional challenge. Finally, describe the artifact itself. What is it? What is its purpose? For example, if the artifact is a lesson plan, tell what is being taught and why this lesson plan or curriculum piece is significant. Or, if the artifact represents an event, What took place? Where did it take place? When did it take place? Describe the situation.

So what?   Describe what you learned from the problem-solving process. Here are a few questions to consider: In what ways does this artifact demonstrate your professional growth over time? How does this artifact demonstrate your journey from teacher-centered to student-centered instruction? How will this experience impact your students' learning, your relationships with parents, or your professional development? MOST IMPORTANTLY, evaluate your artifact in light of the Utah Professional Teacher Standard it addresses, and specifically state how and why this artifact is tangible evidence that you understand and implement the Utah Teacher Standard in your classroom.

Now What? Finally, how has this problem-solving process transformed your teaching? Where do you go from here? What will you do differently next time? What questions and challenges still remain? Set appropriate goals that demonstrate a commitment to continued growth and development over time

References:

        Campbell, Melenyzer, Nettles and Wyman, *Portfolio and Performance Assessment in Teacher Education*, 2003, Boston: Allyn and Bacon.
        Campbell, Dorothy, et. al., *How to Develop a Professional Portfolio: A Manual for Teachers*, 2003, Boston: Allyn & Bacon.
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